



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution		Farook Training College
• Name of the Head of the institution	Prof. (Dr.) T. Mohamed Saleem	
• Designation	Principal	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	04952440660	
• Mobile No:	9496363353	
• Registered e-mail ID (Principal)	farooktc06@gmail.com	
• Alternate Email ID	principalftc1@gmail.com	
• Address	Farook College P.O.	
• City/Town	Kozhikode	
• State/UT	Kerala	
• Pin Code	673632	
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Co-education	
• Location	Urban	

• Financial Status	UGC 2f and 12(B)				
• Name of the Affiliating University	University of Calicut				
• Name of the IQAC Co-ordinator/Director	Dr. Vijayakumari K				
• Phone No.	9447228049				
• Alternate phone No.(IQAC)	04952969662				
• Mobile (IQAC)	9447335854				
• IQAC e-mail address	iqacftc@gmail.com				
• Alternate e-mail address (IQAC)	vijiedu@gmail.com				
3.Website address	https://farooktrainingcollege.ac.in/				
• Web-link of the AQAR: (Previous Academic Year)	https://farooktrainingcollege.ac.in/web/content/904?unique=457cd305ba5cbb370ffaa542e43abe2eb8f474f1&download				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://farooktrainingcollege.ac.in/web/content/2282?unique=de7928a67425f9bb7fb006ddcb73b7b2eecb3dcf&download				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	80.50	2007	15/09/2007	14/09/2012
Cycle 2	A	3.54	2012	15/09/2012	14/09/2017
6.Date of Establishment of IQAC			04/07/2007		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	0
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 		View File		
9. No. of IQAC meetings held during the year		8		
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 		View File		
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?		No		
<ul style="list-style-type: none"> If yes, mention the amount 				
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
Submitted Pending AQAR 20-21 and 21-22				
Preparation of SSR for Third Cycle Reaccreditation				
Faculty Development Programmes				
Academic Enrichment Programmes - Frontier Lecture Series				
Campus Recruitment Drive				
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).				

Plan of Action	Achievements/Outcomes
Submission of Pending AQAR	Submitted AQAR 20-21 and 21-22
Preparation of SSR	Prepared SSR for Third Cycle reaccrreditation
Frontier Lecture Series	Flowers and Songs, 30 June 2022 : Introduction to Edu ubuntu - 13 July 2022,
Enhancement of Extension and Academic Activities	https://farooktrainingcollege.ac.in/web/content/1693?unique=8bc5b4197eb7e1f8d3e8400c5de5b5a470dd5255&download

13. Whether the AQAR was placed before statutory body?	Yes
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- Name of the statutory body

Name of the statutory body	Date of meeting(s)
IQAC	24/06/2024

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	22/03/2024

15. Multidisciplinary / interdisciplinary

The teacher education program, by its professional nature, is inherently multidisciplinary, drawing from philosophical, sociological, psychological, and technological foundations, in addition to encompassing content and pedagogy across various school-specific subject areas. The college is continuously striving to stay updated with the latest trends in education. In alignment with the recommendations of NEP 2020, the Government of Kerala has initiated discussions on implementing these reforms by redesigning the existing program. As a composite college recently elevated to a research center in Education, the institution is well-equipped with the necessary infrastructure, as well as human and material resources. The undergraduate and postgraduate programs encompass a range of multidisciplinary, subject-specific courses such as Educational Philosophy, Sociology, Psychology, Value Education, and

Environmental Education. The undergraduate program spans various disciplines, including Humanities, Science, and Languages. Additionally, the curriculum integrates multidisciplinary courses like Language Across Curriculum and Understanding Disciplines as core components. As a professional course, teacher education dedicates a significant portion of its curriculum to practical training, including student-teaching and value-based fieldwork. This includes Initiatory School Experiences, School Internship, Socially Useful Productive Work, and Community Engagement, all of which provide firsthand experience with school-related challenges and help nurture professional skills. The postgraduate program further promotes multidisciplinary by offering students the option to choose from a total of 27 courses. Interdisciplinary approach to research is followed both at post graduate and doctoral levels. After being upgraded as a Research Centre in 2012, the college has already produced 32 research theses under thrust areas of education and allied subjects, which ensures multidisciplinary approach in research especially research in Education. The institution is ready with the envisaged facilities to impart liberal education in its true sense as proposed in NEP 2020. Farook College, the parent institution, is an autonomous Arts and Science college with 26 departments, comprising 6 in Humanities, 10 in Science, 5 in Languages, 4 in Media and Information Science, and 1 in Commerce and Management. Of these, eleven departments function as research centers. The Farook College campus offers a comprehensive education system, spanning from Kindergarten to Post-doctoral studies, including institutions such as the Institute of Management Studies and the Centre for Civil Service Coaching, fostering a lifelong learning environment. The educational complex at Farookabad provides a supportive setting for multidisciplinary, cross-disciplinary, and interdisciplinary approaches to education. The necessary infrastructure and resources required for the Four-Year Undergraduate Programme (FYUG) and postgraduate programs are already in place on campus, along with a multi-tiered education system. Policies related to collaboration and integration are being actively discussed at both the state and institutional management levels. Beyond the prescribed curriculum, the Finishing School, launched in 2015, demonstrates the college's commitment to forward-thinking educational planning. The curriculum aligns with NEP 2020 guidelines, and the college has been involved in numerous research projects while also organizing workshops on Art-Integrated Pedagogy and Fitness-Integrated Pedagogy.

16.Academic bank of credits (ABC):

As Farook Training College is affiliated with the University of

Calicut, the implementation of the Academic Bank of Credits (ABC) for teacher education courses has not yet been introduced by the university. Consequently, the ABC system is not applicable in the current scenario and will be adopted once the parent university transitions to the new system. The Kerala State Higher Education Council (KSHEC) has initiated policy discussions, with parallel dialogues occurring at the university level. Against the backdrop of the Draft Curriculum and Credit Framework for Postgraduate Programmes (as per UGC guidelines), critical discussions are underway. Farook Training College is actively represented in these discussions by its Principal, who serves as a member of the governing body of KSHEC and the Academic Committee of the University of Calicut. The college has also begun the process of registering for the ABC system, with students and staff being instructed to create DigiLocker accounts as part of the initiative. While efforts to register with the National Academic Depository (NAD) have been initiated, the process has not yet been successful. It is expected that NAD facilities will be fully operational soon, once they are in sync with the affiliating university.

17.Skill development:

Holistic skill enhancement is a fundamental aspect of educational programmes at all levels. The B.Ed. programme, in particular, focuses on nurturing prospective teachers with critical 21st-century skills required in the professional field. Its curriculum includes a range of initiatives aimed at developing well-rounded individuals. These initiatives involve theoretical training in various teaching skills, capacity building through microteaching, pre- and post-lesson planning, observation of faculty demonstration classes, peer feedback sessions, workshops on creating improvised learning resources, and hands-on experiences through initiatory school visits and internships. Additionally, prospective teachers are trained in integrating art and drama in education, as well as enhancing their ICT skills for teaching and learning. The programme further aims to develop professionally empowered and socially engaged teachers by incorporating various activities such as yoga sessions, health and physical education, reading and reflecting on texts, professional competence enhancement activities, community living camps, self-development exercises, socially useful productive work, community engagement, and field trips or study tours. At the postgraduate level, the M.Ed. and research programmes reflect this commitment to nurturing educational expertise. These programmes focus on research skills development through workshops on expository and academic writing, talks on emerging research paradigms, research ethics, proposal writing, tool construction, data collection and analysis,

and research reporting. Additional activities, such as internships in teacher education institutions and practical sessions on yoga, ICT, soft skills, and peer teaching, are designed to build competencies in communication, collaboration, teamwork, and resilience. The college offers numerous opportunities for students to develop both social and personal skills through a variety of projects and initiatives. These include the Finishing School, Blood Donation Forum, School Adoption Project, National Service Scheme (NSS), and the Student Initiative in Pain and Palliative Care. Academic and vocational skills are further enhanced through programmes such as the Professional Teacher Empowerment Programme (PTEP), Gurudarsan - Student Lead Innovative Program (G-SLIP), Each One Teach One, Students' Initiative Day Celebrations Awareness Project (SIDCAP), and Guruvani, the college's official radio station. Despite being a teacher education institution, Farook Training College's distinctive projects and the motivational support provided to student teachers foster the development of entrepreneurship skills. These initiatives encourage students to explore roles as online content developers, editors, NET/SET coaches, and radio jockeys. Additionally, the college's "Digital Technology Hub," equipped with recording and broadcasting facilities, serves as a valuable resource for sharing creative ideas and knowledge with the broader academic community.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

In higher education, English serves as the primary medium of instruction. However, to cater to the diverse needs of students, content is delivered in both English and Malayalam. B.Ed. students are given the option to write university examinations, reports for college-based practicals, and internship documentation in either English or Malayalam. The use of Indian languages is actively encouraged through initiatives such as "Language Across the Curriculum," where students identify vernacular equivalents of subject-specific terms. To further promote the mother tongue, the college organizes programmes in creative writing, art, and literature. The programme and course outcomes incorporate topics on the evolution of Indian education, from ancient to modern times. Indian culture and languages are embedded within core, optional, and elective courses, fostering cultural awareness and expression. Additionally, tasks and assignments in the "Enhancing Professional Capacity" (EPC) courses, co-curricular activities, and fieldwork emphasize the cultural history at both regional and national levels. Students from scheduled caste/tribe and other minority groups actively participate in both academic and non-academic activities,

enriching peer interactions and promoting respect for cultural diversity. A Community Living Camp, part of the B.Ed. curriculum, helps students practice constitutional values and deepen their understanding of Indian culture. At the postgraduate and doctoral levels, research topics often explore areas related to tribal education and the development of educational materials in tribal languages. The history components of optional courses highlight India's contributions to various fields. The core course "Understanding Disciplines" provides students with insights into the development and values of other academic fields. Farook Training College exposes prospective teachers to India's diverse cultural landscape, enriched by resources from the Centre for Cultural Resources and Training (CCRT). In collaboration with SPICMACAY, the college has organized sessions on classical Indian art forms like Kathakali and Odissi, promoting cultural awareness among students. The college has also responded to directives from the Ministry of Ayush by conducting workshops, celebrations, and both online and offline training sessions. One such initiative, 'Nishta,' a yoga training programme for local women, has had a significant impact. The college fosters cultural appreciation through events like Harmony Fest and other cultural programmes. Workshops on art and drama help student teachers integrate Indian art forms into classroom teaching. Additionally, students' proficiency in Malayalam is assessed at the start of the programme, and peer teaching sessions are organized to help them successfully practice as teachers within the local community. Faculty members also coordinate MOOCs on the historical perspectives of education and Indian education history, encouraging students to participate. The college library is well-stocked with e-learning resources and printed materials focused on the Indian knowledge system, providing students with rich educational resources.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The slogan of our college "Enter to Learn, Exit to Serve", itself is a clear example for the essence of OBE. Exit to serve is the prime concept behind the Programme Educational Objectives (PEO) of the college. The college, affiliated to University of Calicut, has to follow prescribed syllabi for B.Ed., M.Ed. and Research programmes. As part of incorporating the recommendations of NEP 2020, BoS, University of Calicut organised an Interactive webinar on Modification of B.Ed. Curriculum in tune with Outcome Based Education (OBE) from 17-06-2021 to 21-06-2021. Accordingly, necessary adaptations were made in both B.Ed. and M.Ed. curricula incorporating essential principles of OBE. As a strategy of quality assurance, the entire programmes and instructions are organised

around clearly defined outcomes in tune with our motto 'Enter to Learn, Exit to Serve'. Faculty members are encouraged to participate in online / offline programmes related to Outcome Based Education so that they will be capable of disseminating the knowledge to the prospective teachers and teacher educators. The institution organised a webinar in this regard which was very fruitful and all members of the faculty served leading role in the reformation of B.Ed. and M.Ed. curricula initiated by BoS - UG and PG, University of Calicut. Two faculty members of the institution successfully completed refresher course in Outcome Based Education and Assessment in Higher Education, and another two members have undergone FDP/MOOC on OBE. Follow up, training was given to B.Ed. and M.Ed. students to prepare lesson transcripts based on outcome-based learning approach. Faculty members of the college served as resource persons for the Workshop for Faculty on Question Paper Setting in tune with OBE organised by IQAC, University of Calicut in collaboration with MHRD-TLC, Department of Education, University of Calicut from 10-09-2021 to 24-09-2021. The faculty members also served as resource persons in OBE in other Higher Education Institutions in the state. Faculty members of the institution contribute their expertise in the preparation of OBE based curriculum for FYUG programme of University of Calicut and three of the faculty are acting as the members of subcommittee. Though the syllabus was modified quite recently in terms of OBE, the teaching learning process of the institution had been focused on the learning outcomes and process-oriented approach. Student teachers have to reach the expected level of performance and internal assessment is conducted considering the learning outcomes of each programme. Programme outcomes and graduate attributes are displayed in the classrooms. The extension activities are organised highlighting the programme and course outcomes. Even before the implementation of OBE in full fledge by University of Calicut, Farook Training College had prepared the CO-PO mapping and Module-CO mapping together with criteria for internal assessment.

20.Distance education/online education:

Inculcation of professional competencies and employability skills, which are the demands of knowledge economy, is the prime focus of the institution. To equip our students to meet challenges of the profession, the possibility of ODL has been utilized to a maximum level. Course on Web designing, an essential skill for almost every kind of employment was organized by the institution in collaboration with Talrop Tech Company. Students are encouraged to register in online platforms like SWAYAM and undergo different programmes on relevant themes to get enriched as competitive 21st century pedagogues. Faculty members served as course coordinators and

content experts in various MOOC's in SWAYAM portal and have completed many MOOC programmes in Life skills and Outcome Based Education as part of professional development and thus becoming models to the students. During the year 2020, the institution provided opportunity for the entire student community and the public to undergo various courses under COURSEERA through the Digital Public Learning Platform (DPLP) of the college. More than 3000 participants including students and teachers of the college, the alumni and community members enjoyed the service and joined the courses offered by prestigious universities which are helpful for developing skills in various dimensions related to teaching profession and research. The college conducted 'Finishing School' a value added course for all the first year B.Ed. students in online mode during COVID-19 pandemic. Familiarisation and proper training in major edu-tools was done for the entire student community of the college and was open to in-service and pre service teachers in Kerala. Hands on experience was given to students in using online platforms, especially, Google Classroom and Moodle in the dual role of a teacher and a learner. Students were encouraged to undergo internship cum practice teaching through online mode enhancing their abilities and skills in selecting appropriate media / software/online tools for teaching different subjects according to the nature of student community. Online Collaborative Learning Platform (OCLP), of the college a flagship programme under FTCIA (Farook Training College Innovative Academia), served as a platform to scaffold student teachers for fostering e-learning resource development skills. Blended learning was practiced on MOODLE platform, Google Classroom setting and Google meet ensured improved student performance at par with quality of in-class programmes. Farook e-Suit for Institutional Management (F-eSIM) makes the management of teaching-learning process effective. The institution has also taken initiative in designing the curriculum for an online course for students, on Learning Disability and its identification, in collaboration with UNESCO Chair, CDMRP, Department of Psychology, University of Calicut which would be beneficial for prospective teachers in engaging inclusive classrooms. In collaboration with Inter University Centre for Disability Studies, M.G University and ISS College of Teacher Education, student teachers were given opportunity to attend oneweek short term online course on inclusive education. Our college has been identified as the study centre of IGNOU since 2001. The college offered both B.Ed., M.Ed., M.A. Education and PGDEM in distance mode as per the norms of NCTE, IGNOU and UGC upto 2017.

Extended Profile

1.Student

2.1		278
Number of students on roll during the year		
File Description		Documents
Data Template	View File	
2.2		150
Number of seats sanctioned during the year		
File Description		Documents
Data Template	View File	
2.3		60
Number of seats earmarked for reserved categories as per GOI/State Government during the year:		
File Description		Documents
Data Template	View File	
2.4		143
Number of outgoing / final year students during the year:		
File Description		Documents
Data Template	View File	
2.5	Number of graduating students during the year	142
File Description		Documents
Data Template	View File	
2.6		132
Number of students enrolled during the year		
File Description		Documents
Data Template	View File	
2.Institution		

4.1	28.03941
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	51
Total number of computers on campus for academic purposes	

3. Teacher

5.1	24
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	25
Number of sanctioned posts for the year:	

Part B**CURRICULAR ASPECTS****1.1 - Curriculum Planning**

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

The institution harnesses the extensive experience and expertise of its faculty members in university level decision-making bodies to plan, implement, and monitor curricular programs effectively. To ensure a robust start for each programme, the institution hosts induction meetings that outline college's vision and mission, faculty profiles, programme details, curricular and co-curricular activities and evaluation procedures. Students' handbook and copy of syllabus are circulated to students at the commencement of the academic year. The college, affiliated with the University of Calicut, prepares semester plans in accordance with university regulations. Academic coordinators create plans, which are approved by the staff council and published on the notice board and college website. Any modifications are promptly communicated to stakeholders. The time-table committee prepares supervises academic

activities, and offers remedial programs for minority and SC/ST students. The tutor-ward system assists slow learners and gifted students, ensuring equal educational support. B.Ed. and M.Ed. students can choose from a list of collaborating universities for their internships. Prior to the internship, the chosen schools receive detailed information on the procedure and requirements. The institution promotes technology use through F-eSIM, college ERP, and monitors student progress through internal assessments with clear schedules communicated through semester plans and academic calendars

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	View File

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://farooktrainingcollege.ac.in/syllabus
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives

including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

48

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

1.2.2 - Number of value-added courses offered during the year

1

1.2.2.1 - Number of value-added courses offered during the year

1

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

101

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

101

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	No File Uploaded

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

Three of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	View File

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

3

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

3

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	View File

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

- Teacher education approach covers psychological, philosophical, sociological, and evaluation aspects, for developing theoretical insights for coherent understanding of concept in education. Students are kept informed about the latest education developments through various empowerment programs like seminars, workshops, and F-Talks, enhancing their critical thinking and knowledge horizons.
- B.Ed. students participate in pre-planning, planning, and post-planning sessions, workshops, and internship programs at secondary and upper primary/higher secondary levels. The institution offers M.Ed. students exposure to peer teaching, hands-on experience, internship, and workshops on ICT, soft skills, academic writing, and expository writing. Brainstorming sessions help identify socially relevant topics for M.Ed. dissertations.
- The institution's Young Scholars Enrichment Programme, in collaboration with SCERT, Kerala, fosters a sustainable research culture and focuses on action research and research projects. The Professional Teacher Empowerment Programme (PTEP) equipping students with pedagogical skills and fostering a research-oriented mindset for high-quality educators.
- Practical activities like EPC, peer tutoring, and debate clubs, as well as initiatory school experiences programme,

enhances students' communication, time management, and research capabilities. Microteaching practices, community living camps, fieldwork, workshops, and practical courses promote self-awareness and critical thinking. Seminars and yoga practices refine negotiation and problem-solving skills

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

- **Development of School System.** Various strategies have been employed to acquaint students with the diversities inherent in the Indian school system, as well as to provide an international and comparative perspective. The curriculum is thoughtfully structured to instil a foundational understanding of diverse school systems through a range of courses. The initiatory school experiences of students serve as a valuable means to grasp the prevailing social climate in society. .
- **Assessment System..**
- At M.Ed. level, are introduced to national and international assessment and accreditation agencies through courses such as, Teacher Education, Secondary Education, Inclusive education and Higher Education. The expertise of national and international resources and practitioners from diverse educational backgrounds in the form of extension programs
- **International Comparative perspective.** M.Ed. students have the option to specialize in comparative education, encompassing areas comparative analysis, international education, development of national education systems. course is meticulously designed to enable students to compare and analyze teacher education programs across various countries worldwide. .

- **Functional differences.**The institution has established international collaborations, including a Memorandum of Understanding between and New Brilliant Education Centre in Qatar for training and recruitment. Additionally, a Memorandum of Understanding with iLAB, offering diverse programs, provides students with opportunities to engage in volunteer work within social activities,

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The college offers a comprehensive education for future teachers, combining theoretical and practical knowledge at both undergraduate and postgraduate levels. Core courses cover educational philosophy, psychology, school administration, pedagogy, and assessment, taught through learner-centered methods to build confidence. Students engage in experiential learning through activities like micro-teaching, content analysis, and resource preparation, alongside workshops on modern pedagogical trends such as ICT and Art Integration.

Internships and hands-on training provide practical experience in classroom teaching, school administration, and psychological assessments. Students also participate in school-related tasks, remedial teaching, and physical education, preparing them for professional responsibilities. At the postgraduate (M.Ed.) level, research methodology, advanced educational theory, and statistics are emphasized. Dissertation work, workshops, and seminars further enhance students' research skills and professional development.

The college places significant emphasis on students' mental health and soft skills through yoga, field trips, and community activities. Innovative programs, action research, and reflection encourage

ongoing improvement in teaching methods. Projects like "Each One Teach One" and community service initiatives foster empathy and a broader social understanding, shaping students into well-rounded, compassionate educators.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following

Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

132

2.1.1.1 - Number of students enrolled during the year

132

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

45

2.1.2.1 - Number of students enrolled from the reserved categories during the year

45

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

4

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

4

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

The college assesses students' knowledge and skills through selection interviews and tests, including an Entry Behaviour Test for B.Ed students and a Research Aptitude Test for M.Ed students. It caters to diverse learning needs through democratic learning climate, participatory learning, and technology-enabled learning. Advanced learners are given special attention and challenging assignments through G-SLIP, peer coaching, and projects. They are also selected as tutors in the adopted school for mentoring students in needy areas. Both B.Ed and M.Ed students prepare learning materials for theory papers in collaboration with OCLP. Tutorial hours are provided for slow learners, and remedial coaching is provided for SC/ST and minority students. Additional library resources and individual attention are given to slow learners. Peer coaching is practiced, and learning materials are made available for quick reference. Students showcase their technological and presentation skills through initiatives like SIDCAP.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	All of the above
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File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	Four of the above
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

11.58

2.2.4.1 - Number of mentors in the Institution

24

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

The college employs a multi-modal approach to enhance student learning, focusing on experiential, collaborative, and participatory learning methods. These methods include simulations, role-playing, seminars, workshops, and field visits. Initiatory school experiences and internships provide opportunities for B.Ed. and M.Ed. students to enhance their professional qualities. Collaborative learning is a notable teaching approach, with research activities conducted in collaboration with SCERT Kerala and Malappuram DIET. Participative learning involves students creating their own websites, blogs, and posting learning materials. Students are also provided with membership in INFLIBNET, which supervises practical activities and

assists in pre-practice sessions. Problem-solving methodologies include microteaching, criticism, observation, video demonstrations, peer teaching, in-service training module preparation, and interaction with experts. An Emergency Management Cell (EMC) is established to handle crises. Brainstorming sessions are organized during the topic selection phase to ensure the relevance and feasibility of identified problem areas. Online mode learning is initiated through Farook E- Suite for Institutional Management (FeSIM), G classroom, MOODLE, seminars, and assignments submission and evaluation under OCLP. Students develop online learning materials and participate in the Gifted Student Lead Innovative Programme and OCLP under the supervision of teacher educators.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

24

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://ftc.embase.in/
Any other relevant information	No File Uploaded

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year

278

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	No File Uploaded

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Four of the above
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File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://farooktrainingcollege.ac.in/students-activities
Any other relevant information	No File Uploaded

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

Mentoring is a crucial aspect of teacher education programs, aiming to modify attitudes and beliefs, increase personal and professional knowledge, and improve trainees' abilities. Teachers are assigned mentors who provide academic, pedagogical, and emotional assistance. These mentors develop rapport with trainees, allowing them to

provide individualistic and effective support. The mentor explains the curriculum, institution policies, teaching methods, resources, and problem-solving skills. Emphasis is placed on teamwork, fostering self-confidence and self-efficacy. Student diversity is considered from the start, with participation in fine arts activities and individualized counseling. Workshops and discussions help students learn strategies to address unique needs, promoting an inclusive approach in future classrooms. Professional etiquette, effective communication, conflict resolution, ethical behavior, and respectful behavior are also emphasized. The college's student community includes adult learners who handle multiple roles, including students, homemakers, parents, spouses, and earning hands. Skill enhancement in various spheres is organized, and students are encouraged to participate in college activities and workshops. During practice teaching internships, special mentoring is provided by mentors, subject teachers, and school/college teachers. Proper guidance is provided on dealing with students, staff, and other activities. Special attention is given to maintaining physical and mental health through yoga classes and expert psychological sessions.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	No File Uploaded

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students

Farook Training College aims to provide a comprehensive educational experience that goes beyond traditional academic knowledge. The college focuses on creativity, innovation, intellectual and thinking skills, empathy, and life skills to produce students who are academically competent and equipped to thrive in a dynamic global landscape. Two key themes are digitally enhanced learning climate and extended opportunity for diverse learners. The college has implemented initiatives such as the Online Collaborative Learning Platform (OCLP), recording studios, and the SIDCAP project to enhance the teaching learning process. The library is a vital hub for teaching, with Koha open-source integrated library system and Dspace software for round-the-clock learning. Hands-on workshops are also offered to develop IT skills and utilize digital services for assessment and statistical analysis. The college also offers infrastructure such as the IT Resource Centre, Multi Media Interaction Hall, and Digital Technology Studio. These initiatives aim to meet the diverse needs of students and foster a culture of innovation and awareness.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching

All of the above

Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)											
<table border="1"> <thead> <tr> <th data-bbox="86 432 550 495">File Description</th> <th data-bbox="550 432 1477 495">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 495 550 560">Data as per Data Template</td> <td data-bbox="550 495 1477 560">View File</td> </tr> <tr> <td data-bbox="86 560 550 663">Documentary evidence in support of the selected response/s</td> <td data-bbox="550 560 1477 663">View File</td> </tr> <tr> <td data-bbox="86 663 550 766">Reports of activities with video graphic support wherever possibl</td> <td data-bbox="550 663 1477 766">View File</td> </tr> <tr> <td data-bbox="86 766 550 835">Any other relevant information</td> <td data-bbox="550 766 1477 835">View File</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Documentary evidence in support of the selected response/s	View File	Reports of activities with video graphic support wherever possibl	View File	Any other relevant information	View File	
File Description	Documents										
Data as per Data Template	View File										
Documentary evidence in support of the selected response/s	View File										
Reports of activities with video graphic support wherever possibl	View File										
Any other relevant information	View File										
2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	Ten/All of the above										

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	No File Uploaded

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback

All of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

All of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

All of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

The internship program is organized in various government and government-aided schools for BEd students and teacher education institutions for MEd students annually. Students can choose to practice teaching in an on-campus model school or nearby schools based on their preferences. The college sends an official letter requesting permission for the internship, and the list of students is confirmed. Special considerations are made for differently-abled students, and the same process applies to M.Ed. students. The formal orientation for teaching practice is designed to accommodate a two-phase schedule. A one-day orientation program is conducted, followed by a mid-evaluation one day before the start of the second phase of teaching practice. Two teachers responsible for teaching practice

for each optional subject observe a student's class at least five times in two phases, providing rubric-based feedback. Mentors in the school also guide trainees. Student performance is evaluated by mentors assigned for each intern, who give regular feedback and assess the performance based on classroom observation in the college's proforma. At least five visits are made by supervising teachers to give feedback and assess the students' performance.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

143

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

**2.4.10 - Nature of internee engagement during internship consists of Classroom teaching
Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests
Organizing academic and cultural events
Maintaining documents Administrative responsibilities- experience/exposure
Preparation of progress reports**

Nine/All of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	View File
Any other relevant information	View File

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

The internship programme is organized for B.Ed and MEd students at the institution. The BEd program lasts 16 weeks in selected schools, while the MEd program lasts 6 weeks. The orientation is a joint responsibility between the college and Practice-Teaching Schools/colleges. Students are required to share their schedules with the faculty and develop a comprehensive teacher engagement plan. Self-reflection is crucial, and teacher educators observe student-teachers' lessons and input their suggestions in the Supervision Diary. School mentors also observe classes and input their suggestions. The internship program includes classroom-based research projects, resource development, diagnostic tests, case studies, and curricular and co-curricular activities. Supervisory support from faculty is provided, and lesson plans are approved by both teachers and mentors. Students maintain a Reflective Journal for self-evaluation. Teaching practice is observed and evaluated using rubrics for evaluating constructivist teaching. MEd students practice teaching in various teacher education institutions affiliated with the University of Calicut. Monitoring mechanisms are effectively practiced during the internship program.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File

<p>2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* ‘Schools’ to be read as “TEIs” for PG programmes)</p>	<p>All of the above</p>
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File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File

<p>2.4.13 - Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness</p>	<p>Five of the above</p>
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File Description	Documents
Format for criteria and weightages for interns’ performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

24

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	No File Uploaded

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

18

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	View File

2.5.3 - Number of teaching experience of full time teachers for the during the year

249

2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year

249

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

Farook Training College is dedicated to keeping teachers updated on emerging trends and needs in teacher education. The college has established an Institutional Performance Appraisal System to ensure

faculty members' professional growth and improve their promotion and placement. In 2022-23, the college organized in-house activities such as interactive sessions, orientation programs, and administrative training programs. Furthermore, the college has collaborated with national and state level educational agencies to organize various programs for faculty engagement. For example, 20 faculty members participated in a short-term course on inclusive education, a seven-day Faculty Enrichment Program, and a creative residential workshop on curriculum revision. Faculty members actively participate in seminars, workshops, and faculty development programs to foster cognitive insights, positive social interaction, active engagement in learning, and self-motivation. Furthermore, the college provides a favorable environment for faculty to pursue higher academic qualifications. Four of the teachers completed their PhD during their tenure at the college, and more are in the final stages of research report submission. Additional post-graduate degrees are also being secured. These comprehensive initiatives ensure faculty members have the necessary knowledge and resources to deliver high-quality education.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	View File

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

The college's professional programmes focus on continuous internal evaluation of student learning. Teachers conduct daily evaluations using various techniques, including informal methods like reflection and short-duration tests. The evaluation committee publishes marks, seeks feedback, and directs for grievance redressal. Retests are provided for students who miss exams. Exams are conducted in various modes, including objective and descriptive types, and using e-platforms. The programmes also include practical works, such as microteaching, lesson plan preparation, demonstration classes, and criticism classes. These are evaluated using rubrics, observation, and reports. Field-based practicals like practice teaching internships and visits to educational institutions are also evaluated using rubrics, records, and direct observation. Research progress is evaluated through presentations, discussions, and research proposals supported by curriculum rubrics. Practical like

peer teaching, seminars, and ICT workshops are evaluated through observation, rating scales, and valuation of reports. Social skills are assessed through community living camps, field trips, and study tours. Physical and health-related activities are evaluated through sports and yoga. Teaching learning materials preparation skills are evaluated using charts, models, and rubrics. Feedback is analyzed at the end of each academic session, and the examination cell formulates evaluation procedures for the next session.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	View File

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	No File Uploaded

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

The college has a well-organized system for resolving exam-related grievances, adhering to university rules. The Evaluation Monitoring

Committee (EEC) is in place to enhance the quality of Continuous and Comprehensive Evaluation of all programs. Students can seek redress of internal evaluation grievances at the course coordinator level through teacher educators and at the EEC level. Unresolved grievances are referred to the EEC. The Grievance Redressal Cell is the appellate body for academic, discipline, and co-curricular activities. Results of internal assessment of theory and practical courses are displayed on the Notice board and communicated to students. Students can address their grievances to course coordinators, teachers, and the EEC. Corrected answer papers are distributed for verification, and grievances are redressed immediately. Faculty members overhaul errors in total marks or assessment of answer books, and students' performance is assessed in their answer sheets and reports. If a student is unable to appear for an internal examination due to medical or other legitimate reasons, a re-test is held. Students' internal marks are informed to parents, and any complaints about university question papers are addressed to the Principal. The entire mechanism for dealing with examination-related grievances is time-bound according to university rules and regulations.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

The institution follows the University academic calendar and prepares a College Academic Calendar, which includes curricular, co-curricular, and extra-curricular activities for the smooth conduct of Continuous Internal Evaluation (CIE). The calendar includes dates for semester commencement and completion, curricular activities, important days, cocurricular activities, and internal exam schedules. It also includes tentative dates for practical exams and University exams. The calendar helps students prepare for exams, practicals, and enhances professional competency (EPC). It also includes semester plans for all programs, which are displayed on the college website and sent to the class WhatsApp group. The Evaluation and Examination Committee (EEC) announces exam dates, instructions for tasks and assignments, and practicals as per the academic calendar. The Academic Quality Assurance Cell (AQAC) monitors the

uniform coverage of the syllabus in each class and ensures proper alternate arrangements for students with poor performance. Students' academic progress is monitored through continuous internal assessment through seminars, project work, unit tests, digital tests, online tests, assignments, and pre-practice sessions. The Principal holds regular curricular and co-curricular review meetings to ensure all activities are implemented and progressed.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

The Affiliating University's curriculum framework includes programme learning outcomes (PLO), programme specific outcomes (PSO), and course learning outcomes (CLO). These outcomes outline the knowledge and skills expected of students upon completion of their undergraduate/postgraduate course. Teachers prepare detailed course schedules and follow the course outline closely to ensure timely coverage. Teaching methodologies are carefully selected to meet PLOs and CLOs. The course outcome is explicitly stated by teachers at the beginning of the semester and communicated to students at the start of each lesson. All aspects of teaching and learning are aligned with the PLOs and CLOs. Faculty prepare monthly and semester plans based on the CLOs, and mentor teachers supervise students' progress. Internal examinations, such as unit tests and model examinations, are conducted to prepare students for final exams. Learning activities assigned to all students form an important component of internal evaluation. Students participate in first-hand experiences like yoga, sports, cultural activities, practical works, and co-curricular activities.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

The BEd and MEd programs are structured into Theory Courses and Practical Courses over four semesters, each lasting 100 working days. The theory course covers philosophical and sociological aspects of society, psychological development, school organization, assessment techniques, and methodological and pedagogical aspects of teaching various school subjects. The practical course is emphasized in both programs, with three types: college-based, community-based, and school-based. The attainment of PLOs and CLOs of theory courses is monitored through internal and external evaluations. The BEd program aims to achieve its major aim through practice teaching internships. Students deliver 60 lessons, including 3 ICT integrated, and are observed by teacher educators and school mentors. Feedback is received from headmasters, school mentors, and students, and teaching skills are evaluated by an external group of experts appointed by the university. The MEd program is research-oriented, incorporating theoretical and practical aspects of research and teacher education. Internships are organized for six weeks in various teacher education colleges, evaluated through direct observation and a research-based dissertation. Both programs aim to develop employability, skill development, and entrepreneurship prospects.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment**2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year**

143

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

The institution assesses students' learning needs through initial level tests, providing emotional support and guidance. Mentoring sessions help students evaluate their readiness for the course and develop assessment skills. Students with poor communication and teaching skills are provided opportunities to refine their skills through programs like Enhancing Professional Capacities, Micro Teaching, Criticism Classes, and Practice Teaching internship. This approach helps create holistic individuals equipped with 21st-century skills. Academic performance is assessed through unit tests and model exams, with test questions set by faculty members considering students' learning needs, classroom responses, and course/lesson covered. Teacher-made tests are used for assessment. After the test, general performances are discussed in a review class. Faculty meetings regularly review assessment strategies and their outputs. Two cases illustrate students' enhanced performance: Mohammed Fasil T, a B.Ed. student with spastic cerebral palsy, scored 55/80 in an entry level test, and Gayathri O, an introvert student. Fasil's outstanding performance and support motivated him to join the college for MEd program. Gayathri's improved academic performance and participation in curricular and co-curricular activities have also contributed to her success in practice teaching sessions.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://farooktrainingcollege.ac.in/web/content/1399?unique=3ee2f9ab6f7084dc7f099c594d15ce35587f7f84&download>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting

Three of the above

study leave for research field work
Undertaking appraisals of institutional functioning and documentation
Facilitating research by providing organizational supports
Organizing research circle / internal seminar / interactive session on research

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

All of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
Any other relevant information	View File

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

7

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	View File

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

7

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	View File

3.3 - Outreach Activities**3.3.1 - Number of outreach activities organized by the institution during the year****3.3.1.1 - Total number of outreach activities organized by the institution during the year**

10

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	View File

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

278

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

278

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

278

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	View File

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

Blood donation drives, distribution of food kits, pain and palliative care, and school adoption are four critical outreach activities that have a significant impact on community development. To address the concerns and psychological problems faced by the students and their family members against the backdrop of covid-19, "SOLACE" Counselling clinic was set up under the auspicious of Emergency Management Cell (EMC) and alumni of the college.

Aksharakoot - Program at Vellimadkunnu Children's Home: This initiative focuses on providing educational support and fostering the holistic development of children in need.

Empowerment of Persons with Visual Challenges: Through this initiative, visually impaired individuals are provided with resource, and training to enhance their skills and enable them to become self-reliant.

'Krishitheeram' - Farming at Old Age Home, Cleaning of the Kozhikode Beach: We organized beach cleaning drives at Kozhikode Beach, Anti-Drug Awareness Program in all Schools at the Municipality: Recognizing the urgency of addressing the issue of drug abuse among youth,

Empowerment of Prisoners -Through skill development programs, vocational training, and counseling sessions, Apoopanthadi - A Project to Embellish and Decorate Pre-Primary Schools In collaboration with local pre primary schools.

Thelicham - Program for the Enrichment of PTA

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

3

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

3

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

3

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

11

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice

Five/Six of the above

teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

Farook Training College, situated on a 2.016-acre campus, is a teacher education institution that meets the standards of various statutory bodies.

The college has three buildings with a total area of 4,383.02 square meters, housing two units of the B.Ed. program, one unit of the M.Ed. program, and Research Programs. It has 14 classrooms, eight of which are equipped with whiteboards, bulletin boards, and smart TVs. Additionally, rooms are provided for group discussions, administrative purposes, and academic activities, including the Principal's office, staff room, and two multipurpose seminar halls. The campus also features an open-air classroom called 'Pedagogic Park.'

College has a library which holds 18,307 books, 15 journals, and various other resources, accommodating up to 50 students at a time. The college offers specialized labs for Psychical Science, Natural Science and Psychology. Social science and Mathematics Laboratories are attached to Optional classrooms. College has a multipurpose playground, Shuttle court, a well-equipped fitness center and a physical education room.

A computer lab with 30 computers, a Multimedia Interactive Hall, and a Digital Technology Hub further support student learning. The college also provides guest accommodations, common rooms, and facilities for Divyangjan students, including ramps, accessible toilets, and Braille-format textbooks.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities

17

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://farooktrainingcollege.ac.in/physical-facilities
Any other relevant information	View File

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

4.99491

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

The college takes pride in its well-managed library, which offers extensive reference and reading facilities. With a collection of 18,307 books, the library uses software to manage tasks like check-in, check-out, and book issuance.

Library automation began in 2006 with 'BookMagic' and transitioned to the open-source software 'Koha' in 2021, providing detailed bibliographic information for each book. The Online Public Access Catalogue (OPAC) is available 24/7, allowing users to easily check book availability. Circulation and stock-taking activities are efficiently managed through Koha.

In 2022, the college adopted the 'F-eSIM' platform, integrating all library functions into this Enterprise Resource Planning system. Through F-eSIM, students and teachers can search for books, record entry and exit, and renew loans, with regular inventory updates. A mobile app was developed for easy access, and library entry can be recorded via an integrated scanner.

The software also generates reports, including daily circulation data, streamlining administrative tasks. Patrons have login credentials to access their accounts and review circulation history. The library's commitment to technology enhances resource accessibility, making it more user-friendly for students and faculty.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://farooktrainingcollege.ac.in/library-and-knowledge-resources-centre
Any other relevant information	View File

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The college provides cloud-based library services to faculty, staff,

research scholars, and students, enhancing accessibility and convenience. Initially automated with 'Book Magic' software in 2006, the library transitioned to the 'KOHA' open-source integrated library management system in 2021. This upgrade ensures seamless 24/7 access to bibliographic details of library books via the Online Public Access Catalog (OPAC), hosted on the cloud.

The college also uses the D-Space open-source Digital Repository to provide remote access to Ph.D. theses, M.Ed. dissertations, question papers, and major education commission reports. D-Space includes links to open-access journals and educational platforms such as SWAYAM, NDLI, and e-PGPathshala, supporting research and academic exploration. Notably, it houses a "Timeless Treasures" collection of rare books.

In addition, the college's administration, including library services, is managed through the 'F-eSIM' software, featuring a mobile app that allows users to access services like 'library go' and track library visits. This technology facilitates remote book renewals and enhances the overall library experience. By integrating 'F-eSIM,' the college has modernized its library services, empowering both students and faculty with efficient, user-friendly resources.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	View File

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

Four of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

0.94749

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	View File

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

774

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://farooktrainingcollege.ac.in/web/content/2553?unique=abfd43f73b481f8eeaa8c35bcbd35c4eed01effa&download
Any other relevant information	View File

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

Three of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

Farook Training College continuously upgrades its IT infrastructure to meet the evolving needs of students and staff. The campus has 51 computers in various labs and areas for students, with staff rooms connected to the internet via LAN or Wi-Fi. Since 2018, the college has transformed into a fully Wi-Fi-enabled campus, offering 200 MBPS connectivity for reliable access. To ensure security, CCTV cameras were installed campus-wide, and a biometric thumb-based attendance

system was introduced for staff and students.

The college provides modern learning environments, including a multimedia interactive hall, ICT-equipped classrooms with Smart TVs, and campus-wide Wi-Fi. Two multi-tasking printers, acquired through alumni and UGC funding, meet reprographic needs.

A student-run live radio station, "Guruvani," offers hands-on broadcasting experience, while the "Gurudarshan" YouTube channel allows students to create educational content. Additionally, the college operates a media lab for video production and a public address system, enhancing student engagement.

The Digital Technology Hub, equipped with advanced digital facilities, supports the creation of e-content and recording, fostering digital learning. With backup fiber connections from Asianet and BSNL, the college ensures uninterrupted high-speed internet for all. These facilities create a tech-enriched learning environment for the academic community.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

5:45

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/watch?v=sJbRVXwWqmc
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/watch?v=Ueenwzw0XFY
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

7.40859

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	View File

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

The college has established comprehensive systems and procedures for maintaining and utilizing its physical, academic, and support facilities, including laboratories, the library, sports complex, computers, and classrooms. These procedures ensure efficient and effective use of resources to support teaching, learning, and research activities.

Regular maintenance schedules, including inspections, repairs, and upgrades, keep facilities in optimal condition. Resource management practices ensure that materials, equipment, and supplies in laboratories, the library, and other facilities are readily available through proper inventory control and timely procurement.

Access to facilities is regulated through access control measures, ensuring only authorized individuals can enter specific areas, maintaining both security and safety. Clear guidelines and usage policies are in place for each facility, outlining rules, expected behavior, and protocols for proper use.

Training programs, workshops, and technical support are offered to help users effectively utilize the facilities and enhance their skills. Safety and security measures, such as emergency protocols, safety equipment, CCTV surveillance, and controlled access, are implemented to protect both users and the facilities.

By following these systems, the college aims to foster a productive environment for academic and recreational activities while ensuring the proper maintenance and utilization of all its resources.

File Description	Documents
Appropriate link(s) on the institutional website	https://farooktrainingcollege.ac.in/resource-mobilization-policy
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

All of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Four of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
32	142

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

12

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

92

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

Student council plays a crucial role in the functioning of the institution by coordinating and organizing various activities of students. The student council for each year is being elected through a democratic process of voting. The student council along with the staff advisor prepares action plans for the conduct of various activities which include sports, arts, cultural and literary programs. Field visits, Day celebrations, Extension activities of multidimensional nature, Environmental protection, Conservation and restoration activities, Activities of film club, Student initiative in palliative (SIP) and Blood donation forum are some examples of the many programs organized by student council. The student council functions to up bring the multiple talents and capabilities of the students. Apart from organising different types of programs for developing co-curricular and extra-curricular proficiencies, the student council ensure the mandatory participation of students in

these programs via a rotation mechanism. Students are to participate and organise these programs according to their turn. Student council takes special enthusiasm to ensure the participation of students in the inter collegiate fine arts festivals and sports meets. In short, the student council provides ample opportunity for each pre-service teacher to metamorphose into a best teacher.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	View File

5.3.2 - Number of sports and cultural events organized at the institution during the year

13

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	View File

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

The alumni association of the college named as FTCOSA extends support to develop physical infrastructure, financial support to poor, academic and functional support in the form of frontier lectures, resource persons in guiding PG and PhD students. Alumni supported school development programs, coaching for competitive

exams, remedial teaching frontier lectures, blood donor's forum, social service programs and extension activities makes the Farook Training College alumni a different one. A good number of alumni association members working as faculties in various higher education institutions extend their expertise as resource persons in programmes like Workshop in academic writing, training in research tool preparation and data analysis, in-service module preparation, ICT etc. Alumni association members of FTC extend their service as editorial board members of the college research journal ' Endeavors in Education '. Some of the initiatives supported by alumni association are listed below

1. Professional Teacher Empowerment Program
2. FTCIA 21st Century Classroom Project
3. Blood Donation Forum
4. Pedagogic Park & Game Hub: Constructed with the collaboration of alumni association.
- 5 Bicycle Challenge: Alumni Association donates bicycles to support the 'Green Campus Project' of the institution.
6. Coffee Tales: Sharing of Expertise
7. Frontier Lecture Series

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support

All of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

5.4.3 - Number of meetings of Alumni Association held during the year

3

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Alumni members find time to share their expertise and life experiences to motivate and guide our students. Alumni extend its support by sharing academic expertise and service. 'Coffee tales' is an exclusive program organized in collaboration with the alumni association, in which alumni from various walks of life share their expertise in interactive face to face dialogues which are highly inspiring and motivating. The alumni association extends its support in conducting workshops of various dimensions like SPSS, Academic Writing, Research Ethics etc. Coaching for various state and National level competitive examinations, UPSC & KPSC exams and Teacher Eligibility Tests are also conducted with the support of the alumni association. The activities of Extension cell are also supported by the alumni association. The mathematics club of the institution utilises their alumni for their interactive web talk

series with the current batch students. Periodical subject wise alumni get together are very helpful in sharing the life experiences of those who crossed the hurdles of the course successfully. These face-to-face interactive sessions are highly fruitful in building confidence among the current batch students. The support of the alumni association in multiple ways is a key behind the successful implementation of various programs

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

Vision: We aim to become a center of excellence in teacher education, offering a unique, value-based experience that enriches lives. Our aspiration is to transform teachers through dynamic, world-class education and research, elevating the human spirit while fostering social, cultural, and professional growth. We seek to create future leaders rooted in values and a deep belief in humanity.

Mission: Our mission is to equip pre-service teachers with cutting-edge knowledge across various educational disciplines, instilling in them a strong sense of social responsibility and human values. This enables both them and their students to face life's challenges with courage and confidence.

Core Focus: We strive to:

- Provide students with outstanding opportunities to navigate the complexities of the modern world.
- Foster professional growth through exemplary education, training, and research.
- Create an inclusive, student-centered learning environment catering to diverse needs.

Our vision and mission guide all stakeholders, from management to staff and students, in shaping every aspect of our academic and non-academic programs. Regular feedback, participatory governance, and continuous improvement processes ensure alignment with our values and goals.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

Farook Training College is a pioneer institution under the Rouzathul Uloom Association, which oversees 10 institutions on the campus. Each institution operates with its own managing committee, bylaw, and administrative procedures, ensuring smooth and autonomous governance. The decentralization model extends to all academic and non-academic activities.

At Farook Training College, teacher education programs span from undergraduate to research levels. The Principal serves as the head administrator, while non-statutory posts like B.Ed., M.Ed., and Research Coordinators oversee specific programs. These coordinators manage curricular and co-curricular activities in consultation with the Principal, IQAC, and other authorities.

Further decentralization includes activity-specific coordinators for key roles, such as the Examination and Evaluation Coordinator, Internship Coordinator, EPC (Enhancing Professional Competencies) Coordinator, and Directors of Fine Arts and Extension Activities. These roles ensure the smooth execution of exams, internships, practical sessions, and student enrichment.

Committees like the Evaluation and Monitoring Committee address internal evaluations, while the Media Cell and Timetable Committee manage documentation and scheduling. Administrative responsibilities

are shared across the college office under the Junior Superintendent, ensuring democratic and participative management in all aspects of governance.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

Farook Training College exemplifies transparency and accountability in its financial, academic, and administrative practices, under the guidance of the non-profit Roulathul Uloom Association. The institution's financial integrity is safeguarded by a comprehensive three-tier auditing system, including AG's audits, departmental audits, and internal audits conducted by a Chartered Accountant. This thorough oversight ensures regulatory compliance and builds stakeholder confidence. Additionally, internal financial systems like Edusupport, Hridayapoorvam, and the IQAC Mutual Fund are managed by dedicated committees and subject to regular audits, ensuring funds are used responsibly for extension activities and welfare measures.

Academic transparency is maintained through an external expert committee conducting academic and administrative audits. The Academic Quality Assurance Cell (AQAC) monitors curriculum design and educational standards, while the Examination and Evaluation Cell (EEC) ensures fair and equitable assessments. Faculty use rubrics and predefined criteria for student evaluation, promoting a holistic approach.

Administratively, the college adopts a decentralized yet accountable system, with decision-making distributed among committees that undergo regular reviews to ensure efficiency and continuous improvement. Farook Training College's commitment to transparency in all realms serves as a model of integrity and excellence, exceeding mere regulatory compliance.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

SCHOOL ADOPTION PROJECT

With the motto "Institution to Community," Farook Training College has undertaken several long- and short-term projects aligned with its vision and mission. One of the most successful long-term initiatives is the School Adoption Project, launched in 2010. The college adopted the nearby Government Lower Primary School (GLPS Karinkallai), which was on the brink of closure, offering support to students from marginalized backgrounds. The project revitalized the school by providing financial, academic, and material assistance over the past decade.

The first phase focused on creating a child-friendly environment, improving infrastructure, and ensuring students received nutritious meals. The school was cleaned, walls were painted, and special meals were provided on the first working day of each month.

In the second phase, students' personal needs were addressed. Learning materials, notebooks, and school supplies were distributed annually, and co-curricular activities were organized to engage students and prevent dropouts.

Phase three aimed at academic excellence. Student-teachers provided subject training, and two projects, "Vidhyatheeram" and "Navaprabha," were introduced to enhance learning. Monthly donations from staff fund the project's continued success, supporting both the students and the school.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://farooktrainingcollege.ac.in/school-adoption-programme
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

Farook Training College operates under the Roulathul Uloom Association within a decentralized administrative system, ensuring efficient and effective governance. The campus, home to ten institutions, is structured hierarchically, including the Parent Body, individual Governing Bodies, the Principal, Teaching Staff, and Administrative Staff.

Each institution has its own Governing Body, with the Principal as an ex-officio member. This decentralization allows each institution to focus on its unique goals. The Secretary of the Institution oversees daily administration on behalf of the Managing Committee, while the Principal leads academic and administrative coordination.

The Internal Quality Assurance Cell (IQAC) plays a key role in quality enhancement by organizing improvement activities. Monthly staff council meetings facilitate planning, implementation, and evaluation of academic activities. Committees and cells work collaboratively under the staff council's guidance, ensuring participatory decision-making.

Farook Training College's policies, service rules, and procedures reflect its commitment to a structured, integrated approach. Academic and administrative regulations follow the norms of the Kerala government, UGC, NCTE, and the University of Calicut. Faculty recruitment and promotion adhere to the UGC's Career Advancement Scheme, while non-teaching staff promotions follow Kerala State Service Rules (KSR). Grievance redressal mechanisms ensure all concerns are addressed effectively.

File Description	Documents
Link to organogram on the institutional website	https://farooktrainingcollege.ac.in/organogram
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

At Farook Training College, decisions are made collaboratively by convening meetings, recording minutes, and implementing actions effectively. One initiative born from such a decision by the IQAC and staff council is the Finishing School Project.

Finishing School Project: Launched in 2015, the Finishing School aims to empower student-teachers with the skills needed for success in education, employment, entrepreneurship, and empowerment. Its unique training blends knowledge, self-development, and skills, all while using modern teaching methods. With the support of experienced faculty, digital aids, and a comprehensive curriculum, the program prepares students to meet the demands of the evolving educational landscape.

The project enhances confidence and self-esteem, equipping students to handle challenging situations. Weekly sessions, supervised by expert faculty, focus on topics like general knowledge, communication, and life skills. Each class includes theoretical orientation, demonstrations, and practical skill development.

Plans are underway to collaborate with universities or autonomous bodies to transition this into an official add-on program, awarding degrees.

Key Outcomes:

- Personality development
- Leadership and communication skills
- Career planning and goal setting
- Confidence building
- Presentation and interpersonal skills
- Social manners and self-awareness.

This initiative fosters personal, social, and professional growth in student-teachers.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place
Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

The Rouzathul Uloom Association, along with the managing committees of each institution on the multi-institutional campus, prioritizes the welfare of its employees through various projects and amenities. Both management and employees have established several welfare measures to meet their personal needs, supported by ample infrastructural facilities.

The key welfare measures include:

- Spacious staff quarters with essential amenities, including

water and electricity, are provided for teaching and non-teaching staff. Each residence promotes agricultural activities, and regular maintenance is managed by the administration.

- The campus cooperative society offers interest-free loans, with personal loans of up to Rs. 4Lakhs available, along with flexible repayment plans.
- A cooperative store provides household items at reasonable rates, available on credit.
- The welfare fund, managed by IQAC, offers employees financial support without service charges or interest.
- Jubilee Health Centre caters to the physical well-being of employees, students, and local residents, with services like dialysis and physiotherapy offered at low or no cost.
- Faculty are provided with well-equipped cubicles, and non-teaching staff with furnished workspaces.

Other benefits include annual staff trips, a central cafeteria, fitness and recreation facilities, and banking services, all contributing to a supportive and vibrant work environment.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

22

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	View File
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	View File

6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.

12

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

17

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff. Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

Farook Training College is dedicated to the professional growth of its teaching and non-teaching staff through a robust Performance Appraisal System. Aligned with UGC, NCTE regulations, Government of Kerala norms, and University of Calicut guidelines, the college also employs an internal appraisal system to enhance global competitiveness and faculty development.

This system, led by the Principal and IQAC Coordinator, assesses the annual professional development of faculty, ensuring authenticity and merit in achievements. It evaluates faculty across various areas, including Faculty Development Programs (FDPs), publications, research, Ph.D. guidance, teaching methods, remedial teaching, collaborations, and awards, promoting a well-rounded assessment of their contributions.

Non-teaching staff also benefit from this system, with performance evaluated based on responsibilities, participation in administrative roles, professional development programs, and contributions to college growth. Regular portfolio rotations and skill-building initiatives further enhance administrative competencies.

This appraisal system fosters a culture of continuous improvement by offering feedback, identifying strengths, and addressing areas for growth. It ensures that both teaching and non-teaching staff are well-equipped to contribute to the institution's excellence, ultimately enhancing the college's overall effectiveness and efficiency in the evolving education landscape.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

Farook Training College upholds financial transparency and accountability through a rigorous system of internal and external audits. Over the past five years, the institution's financial processes have been regularly scrutinized, reflecting its commitment to fiscal responsibility.

Internal financial reviews are conducted bi-monthly, focusing on the accounts of the Principal and the Managing Committee Secretary. Additionally, at the end of each financial year, the Managing Committee, along with a Chartered Accountant, conducts a thorough internal audit, ensuring accuracy and early identification of discrepancies.

Externally, the Regional Deputy Director of Collegiate Education conducts audits as per the norms of the Directorate of Collegiate Education and the Government of Kerala. The Accountant General also audits the institution periodically. These external audits provide an extra layer of scrutiny, reinforcing accountability.

In the last five years, the institution has maintained a commendable audit record with minimal objections. When audit objections arise, the Principal and administrative staff promptly address them, gathering necessary information to ensure compliance.

Recent audit highlights include internal audits conducted annually, the latest on May 25, 2023, and departmental and Accountant General audits covering specific periods. Farook Training College's robust audit system reflects its dedication to financial integrity and

proactive financial management.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)**12.08**

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
Any other relevant information	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

Farook Training College, operated by the non-profit Rouzathul Uloom Association, is dedicated to the academic and social upliftment of students from the underprivileged Malabar region in Kerala. The trust focuses solely on serving society, seeking divine reward rather than monetary gains or social privileges. As a result, the Managing Committee ensures transparency in fund mobilization and optimal resource utilization.

As a government-aided institution, major funding sources include:

- UGC & government agencies
- The Managing Committee
- NGOs, philanthropists, and individuals

- Sister institutions, PTA, and the Alumni Association
- Endowment funds

The decentralized administration, involving the Parent Body, Managing Committee, Principal, and various institutional committees, collectively works to mobilize and efficiently use resources. Transparency is maintained through regular audits.

Government funds are used according to project proposals, while contributions from the Managing Committee support infrastructure and daily operations. Donations from NGOs and philanthropists aid scholarships for needy students, while financial assistance from the PTA and Alumni Association is directed toward student welfare and institutional development. Endowment awards are also provided for academic excellence.

To uphold transparency, internal and external audits are conducted by agencies appointed by the Managing Committee, the Deputy Director of Collegiate Education, and the Accountant General, ensuring optimal resource use.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The IQAC at Farook Training College is dedicated to fostering a quality culture in all areas of the college's activities, promoting holistic academic excellence. It monitors the implementation of the college's vision and mission, creating and executing strategic development plans annually. The IQAC has institutionalized various quality initiatives, including digitization and extension activities, and has successfully introduced curricular, co-curricular, and extracurricular improvements during the assessment period.

A key function of the IQAC is facilitating professional development for faculty members through a robust Performance Appraisal System,

tracking teachers' academic and professional progress, and managing placements and promotions. It also collects feedback from students, parents, employers, and alumni to inform future improvements in pre-service education.

IQAC initiatives focus on:

- Conducting workshops, seminars, and faculty development programs
- Implementing student feedback mechanisms
- Organizing internal and external assessments
- Establishing quality circles and committees
- Sharing best practices and promoting research
- Ensuring resource optimization and outcome-based education

These efforts, under the flagship FTCIA project, aim to create a high-quality educational environment focused on innovation, research, and continuous improvement.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

Farook Training College (FTC) thrives by evolving with the changing educational landscape. The motto "Sharpening the Axe" reflects the institution's commitment to staying current with paradigm shifts. Existing projects are regularly reviewed and redesigned, while new initiatives are launched to ensure progress.

The IQAC has developed mechanisms to enhance the effectiveness of teaching and learning. These include ensuring adequate infrastructure, quality equipment, and ICT facilities in classrooms and labs before each academic year. Faculty participation in professional development activities is encouraged, keeping them updated with the latest methods. Faculty members also take part in curriculum development and revision workshops to stay current. Courses are scheduled thoughtfully, balancing academic and extracurricular needs. Annual academic audits provide expert

feedback for improving teaching quality.

Key initiatives include:

- **Online Collaborative Learning Platform (OCLP):** OCLP fosters continuous learning through LMS, guiding teachers in blended learning, and coordinating online seminars and webinars.
- **Rubrics Development:** A well-structured evaluation rubric for B.Ed. courses was created to ensure objective assessment of student teaching performance, regularly updated for relevance.

These efforts collectively support FTC's goal of continuous improvement in teaching and learning.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	View File

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

367

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	View File

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed

Four of the above

and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://farooktrainingcollege.ac.in/internal-quality-assurance-cell-igac
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://farooktrainingcollege.ac.in/annual-quality-assurance-report-aqar
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	View File

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Over the past five years, Farook Training College has embarked on a new trajectory, driving reforms in both academic and administrative domains. Staying true to its vision, the college launched several initiatives to enhance the quality of education.

The Professional Teacher Empowerment Project (PTEP), initiated in 2015, provides specialized training to ensure all B.Ed. graduates qualify for teacher eligibility tests such as SET, NET, and KTET. This project has expanded to accommodate students from other institutions, resulting in remarkable success.

The Each One Teach One initiative empowers student teachers through multimedia platforms like Guruvani Community Radio and the Gurudarsan YouTube Channel. These platforms foster leadership, public speaking, and technological skills, while promoting peer-to-peer learning. Students and faculty share knowledge and innovation, preparing future educators for the modern classroom.

Projects like G-SLIP (Student-Led Innovative Program) and G-FLIP (Faculty-Led Innovative Program) further enhance knowledge-sharing, benefiting the public and the educational community. The SIDCAP initiative raises community awareness about important days, led by student presentations.

These initiatives have transformed teaching, boosting students' confidence, communication skills, and readiness for the evolving educational landscape. Farook Training College remains committed to excellence in teacher education.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

Farook Training College is deeply committed to sustainable practices, particularly in achieving energy security and efficiency. The institution has taken several significant steps to reduce energy consumption and pollution.

Utilization of Energy-Efficient Equipment: The college replaced outdated filament bulbs with energy-efficient CFL bulbs and low-energy fans, alongside rewiring buildings to prevent energy leaks.

Systematic Oversight of Energy Consumption: Two non-teaching staff monitor energy usage, while students are educated on energy conservation. They are responsible for turning off lights and devices when not in use, with informative boards displayed at room exits.

Exploration of Alternative Energy Sources: The institution encourages students to undertake renewable energy projects, led by a science faculty member. A solar lamp was procured for special programs, and a formal energy audit request was made to the Kerala Government.

Solar Power Initiative: A 10 kW rooftop solar panel system has been installed, reducing the institution's energy footprint. The comprehensive green audit for 2022-2023 further optimized energy usage.

Forward-Thinking Energy Policy: The institution's energy policy aims to equip future teachers with the skills to conserve energy, ensuring they pass on these practices to their students.

Through these initiatives, the college is building a sustainable community focused on environmental well-being

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

Farook Training College is committed to implementing its Waste Management Policy, focusing on sustainable and eco-friendly practices to ensure safe and healthy environment for all.

Solid Waste Management: The college employs a systematic waste management strategy with waste segregation at the source. Collection points are arranged for biodegradable, non-biodegradable, and e-waste. A vermicomposting unit processes dried leaves and wash basin waste into compost, while a pipe composting system manages food waste, supported by a duty chart. To reduce plastic use, WhatsApp groups encourage communication, and the college promotes reusable alternatives to single-use items.

Non-Biodegradable Waste Management: The college partners with scrap dealers for recycling non-biodegradable waste and has banned flex boards, promoting digital boards instead. Students are encouraged to avoid plastic coverings and use eco-friendly alternatives.

Liquid Waste Management: Water from handwashing areas is repurposed for plants, while washroom wastewater is directed to specific pits for filtration.

E-waste Management: The college promotes a buy-back policy for electronic devices and has partnered with a local school to donate unused gadgets. Outdated electronic items are showcased in a heritage corner.

A comprehensive internal Green Audit and an external audit for 2018-23 assessed the waste management practices, confirming the college's dedication to sustainability.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

Three of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

All of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

The College is deeply committed to environmental sustainability, integrating green practices into its academic and extracurricular activities. From the beginning of each academic year, students undergo an orientation on the importance of maintaining a clean and green campus, setting the foundation for an environmentally conscious community.

The college's Nature Club, 'Natura,' spearheads these initiatives by organizing activities such as sapling planting and campus clean-up drives. In line with its sustainability goals, the college has officially declared itself a plastic-free zone, replacing disposable items with reusable alternatives like steel glasses and cloth bags, and eliminating flex boards in favor of digital displays.

To further promote eco-friendly practices, bicycles are provided for campus transportation, and college buses and pedestrian-friendly roads reduce carbon emissions. The college also holds UGC-sponsored seminars on environmental issues, fostering academic discussions on sustainability.

The Government of Kerala's allocation of a Bhumithrasena unit to the college has empowered students to maintain specific campus areas as green fields, ensuring their eco-friendliness. Tree planting initiatives, the use of menstrual cups, and informal eco-discussion platforms like "tea talks" reflect students' active role in environmental conservation. The college also monitors water, soil, and air quality, enhancing its comprehensive approach to sustainability.

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File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

All of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	View File

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

1.8259

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages

local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

Farook Training College is deeply committed to community service, as outlined in NEP 11.8. For over a decade, the college's "Hridayapoorvam-College Extends to Community" initiative has significantly improved the lives of local communities through education, financial aid, and social welfare efforts. Key projects include Hridayapoorvam, which provides food and clothing to 50 underprivileged families during festivals, and Edu-support, which raises funds for hostel fees and study materials for financially disadvantaged students.

Pothichoru engages students in serving meals to Kozhikode street inhabitants, while Snehasparsham supports special schools through weekly visits and donations. The Blood Donor's Forum has saved lives and been recognized for its contributions. Other projects like Navaprabha, Giriparvam, and Student Initiative Palliative offer educational and relief support. The college also organizes self-defense training, community yoga, and demonstration classes to prepare student teachers involvinf local experts and resource persons. Farook Training College remains dedicated to uplifting the underprivileged and fostering a stronger society.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

A. All of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)
Describe any two best practices successfully implemented by the institution as per NAAC format

Title 1: Young Scholars Enrichment Programme

Goal: To enhance M.Ed students' research skills while addressing educational challenges in Malappuram district.

Context: In collaboration with SCERT, Kerala, this programme addresses local educational issues through research that is both academically rigorous and socially impactful.

Process: Faculty identify real-world issues and collaborate with SCERT. Workshops, external contributions, and student-led data collection shape the research process, concluding with expert-led analysis and report writing. The final phase involves publishing findings to influence educational policies.

Impact: The programme has improved curricula, strengthened research skills, and will submit findings to local authorities for policy development.

Obstacles and Resources: Challenges like problem identification and financial constraints were overcome through SCERT collaboration and external support.

Title 2: Krishitheeram Project

Goal: To cultivate empathy and community service while providing chemical-free vegetables to old age home.

Context: The College's N.S.S Unit utilized unused land at the old age home to engage elderly residents and provide fresh produce.

Process: With guidance from an agricultural expert, students prepared the land, planted vegetables, and maintained the garden.

Impact: The project fostered empathy and responsibility, providing nutritious vegetables for the elderly.

Obstacles and Resources: Challenges in expertise and time management were addressed with local guidance.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

The School Adoption Project at Farook Training College, launched in 2010, exemplifies the institution's dedication to community service. By adopting Government Lower Primary School (GLPS Karinkallai), the project revitalized the school and provided students with practical opportunities to apply their knowledge.

In its early phase, the project improved infrastructure and provided nutritious meals. By 2015, the focus expanded to include a multipurpose stage, smart classrooms, and ICT training. Parenting classes were introduced to support students' motivation. From 2019, initiatives like Vidhyatheeram and Navaprabha were launched to enhance literacy, numeracy, and provide remedial education. The project is now providing academic support to other schools, such as Fisheries Special School.

Funded by staff contributions, the project has significantly improved GLPS Karinkallai's academic standards, curbed dropouts, and fostered a sense of social responsibility among college students.

Farook Training College aims to transform the school into an institution of excellence by 2025.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File